

The Modern Language Journal

HUGO P. THIEME
ANN ARBOR, MICH.

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The Modern Language Journal

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The Modern Language Journal

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FOREIGN LANGUAGES IN AMERICAN HIGH SCHOOLS

By JOHN H. DENBIGH

(Read before the N. Y. State M. L. A., November 1919.)

IT is probable that in no part of American secondary school work has more progress been made in the last fifteen years than in the teaching of modern foreign languages. When the Moseley Commission from England made an exhaustive examination of our educational institutions they had much that was complimentary to say of many things they saw here, but they gave no praise that I remember to our methods of teaching French and German. Much, however, has happened since 1904 when the Commission issued its report and most of the changes that have made for improvement have emanated from just such associations as this. Conscious of defects in their work, unsparing of themselves in their efforts to make it better, progressive enough to try out constructive suggestions, teachers of your subjects have, in the main, been responsible for such improvement that "E'en the ranks of Tuscany could scarce forbear to cheer."

A genuine conviction that this is true does not add at all to the assurance of one who is not a teacher of modern languages when he ventures to speak to you of your special work. He can plead only as extenuation for his temerity in addressing you a second invitation from your president and a genuine desire to hear experts like yourselves discuss some conclusions that have been forced upon him in his observation of secondary school administration and class room teaching. With the first of the conclusions I know you will agree. There will be no discussion about it. It is that, although it must be conceded by all critics that very

marked improvement has been effected by you in your work, there is still room for much more.

We have not yet learned to think in terms dissociated from the reaction of the war. It is more than likely that our generation never will. It seems to me most desirable that we should not. There is no aspect of our life and work that the war has not affected. It has wrought incalculable ill and some good. Peradventure when the colossal magnitude of the thing has receded far enough in point of time for losses and gains to be seen in their true perspective, the good that seems so small today may be found to overshadow the largely looming ill. A single lesson of the fiery trial, if it could be laid to heart by humanity, would go far toward the prevention of all future wars—the lesson of the futility and wrongfulness of waste—waste of human life, waste of time, energy and material. The inevitable suffering caused by disregard of this lesson has brought its importance home with telling force to thoughtful men in all walks of life in every land. To no man, however, should the wanton wickedness of any, even the slightest, responsibility for preventable waste come with such compelling power as to the teacher. To the factory owner waste of time, energy, and material is a calamity, but when for material we substitute the lives of our boys and girls, when their energy means the sharp edged tool with which they carve a place for themselves in their environment, and time the short period of preparation allowed to them to fit themselves for their life work, waste of these things is not only a calamity but criminal. It is the realization of this that is causing men and women of our profession all over the world to consider ways and means of eliminating such waste with a new sincerity and earnestness. When the survey is made, no department of our secondary school course will, I think, be held blameless—not even your department. We are not concerned with other departments today but with yours, we are. If there *is* any serious waste in the teaching of modern language, you are the people who can reduce it to a minimum. If there is waste *you* will be the first to wish to eliminate it. I am glad, therefore, to get an opportunity to say to such an audience that, in my judgment, there is waste—very considerable waste—in modern language teaching in American schools. The indictment, if made at all,

ought to be made more specific in its charges and I will endeavor to make it so.

The study of modern languages in our high schools has had a most remarkable growth within the memory of men now not very old. I think I am correct in saying that it was as late as 1875 before any American college made a modern foreign language a required subject for entrance credit. Now almost every college requires the study of one or possibly two foreign languages for periods of two or three years in the high school.

In thinking of possible waste in your work I have not, however, the college entrance group so much in mind as that far greater group of boys and girls who are not going to enter higher institutions of learning, but who, nevertheless, are spending from one fourth to one half of their time in high school in foreign language study. Unfortunately, the time the average high school student is enrolled falls far short of four years. By the middle of the second year from the time of their admission almost half of any entering class will have dropped out from large city high schools, and in the end probably, at a liberal estimate, not more than thirty per cent of those who entered remain to be graduated. Let us think first of the seventy per cent who do not remain to complete their course. Of what value has their foreign language study been to them? Well, in the first place, it is possible that many of them in these days of comparatively free election did not take a foreign language at all. But a very large majority of them will have done so—so large a majority that it behooves us to examine very carefully the results of our work with them. I confess that my consideration of their cases convinces me that *we are attempting to teach modern foreign language to far too many boys and girls* and by so doing are crowding out from their course subjects which would be, for them, of greater benefit.

Our aim in teaching modern language is cultural or vocational or else a combination of the two aims. Let us consider first the vocational aim. Our people is one which is far removed from the countries where the languages we teach are spoken. Their vocational use of foreign language is to facilitate the business of commerce with these lands—a very important object indeed, of course, and one for which a considerable number of young men and young women should be most carefully prepared, but will one in

five, will one in twenty to whom we are now teaching a language, nominally for vocational ends, ever use vocationally the knowledge he has acquired? I fear the answer must be in the negative and confession made that American vocational use of modern foreign languages does not and will not justify the extent to which we teach them, avowedly for that end. Do not mistake me. Foreign language should—nay, must be, to some extent—taught for vocational use. My point is that of all the thousands who have of late years undertaken the study of a language for vocational ends—Spanish for example—comparatively very few, a few hundreds at most, will ever reap the vocational advantages hoped for from their knowledge of Spanish. The students who are engaged in vocational language study are in most cases to spend their lives in callings in which other studies—a thorough training in English, industrial history, economics, commercial geography, business administration—would supplement the other elements of a fairly good commercial course more profitably than such a knowledge of French, German or Spanish as is to be acquired in two or three years of high school instruction. It seems to me that one of the most important fields of investigation that Associations of Modern Language Teachers could undertake is the determination of the extent to which a knowledge of French, Spanish, or German is really required in the conduct of American business.

Since it is clear that some students must be encouraged to undertake the study of modern languages, another equally important step in the same general direction would be the consideration and formulation of general tests by which language ability might be discovered, or the lack of it demonstrated, in boys and girls of about fourteen years of age. I believe that the day is not very far distant when this kind of test will be evolved for other subjects in our curriculum—particularly for mathematics and science—and I can see no insurmountable difficulty in devising tests that would be helpful in deciding whether to advise election of a foreign language or not.

Language training involves cultivation of the memory, the ear, and the processes of analytical and comparative judgment. Now the faculties of memory, of hearing correctly, and of making judgments, are in some degree native to all normal human beings but they vary greatly in their degree of native intensity. To some degree

they may all be sharpened and improved by proper training, but good training will do very much more and do it much more rapidly for young people who possess these qualities naturally in a marked degree than it will for those who do not. If we could learn how to decide that in the case of any given student the faculty of memory, of hearing correctly; or of forming comparative judgment was very decidedly below the average, we could with good reason advise against a language election in his case. Our advice might not be welcome; it might not be accepted by some parents; but at least having given it sincerely on evidence presented, our responsibility in the matter would have been discharged. At present it seems to me we are not discharging it properly. So long as our aim is frankly vocational it will be conceded, I think, that we should not occupy the time of twenty or thirty students in the study of a subject which may be of vocational use to perhaps but two or three of them. So far as vocational ends are concerned, we should divert from language courses those whose linguistic ability is distinctly weak, and we should find a way to do it before their own repeated failure has wasted too much of their precious time. If our aim be cultural, either in commercial or general courses, the problem, to my mind, becomes very much more complicated. In this case, the vocational aim being secondary, or even non-existent, there is some show of reason for deliberately attempting to cultivate linguistic ability even in students notably lacking in native qualities that seem indispensable for successful study of a foreign language.

Briefly, I suppose that the cultural value of a modern language lies chiefly in its power to help us to understand, through the medium of that language, the literature, history, customs, and complex modern life of the nation that speaks it, and to enable us to compare them with our own literature, history and national life in such a manner that each, to some degree at least, illumines the other. There is, in addition, the distinct benefit of a certain amount of ear and memory training, together with repeated opportunities for the exercise of comparative and analytical judgment. Sometimes we are told, too, that the study of a modern foreign language assists us to a better mastery of English. To some extent this last statement may be true. A modern language, however, is not nearly so likely to be helpful in this respect as Latin, I think. We certainly should not teach it for this purpose alone.

Neither, I think, should we teach it only for its disciplinary value. It is probable that we could find other and more direct means of training the ear, memory and judgment, were that object all that we had in mind. If then our aim is not frankly vocational, it seems to me that when pressed to declare our purpose in teaching a modern foreign language, we are driven back inevitably to acknowledge that we teach it to help us to understand better all the phases of national life of another people through the medium of their own tongue. Now if this be true, and I think it is, we are face to face with the necessity of deciding what is to be the aim of our attainment.

The Committee of Twelve of the Modern Language Association of America years ago laid down for us some excellent outlines for modern language courses. Their work began a period of real progress and we are still, in the main, following their lead. Curiously enough it seems to me that the very strength of their recommendation has proved itself, in our present day adaptation of them, to be an element of weakness, for our courses, planned on the theory that a student will study a foreign language for two, three, or four years, are so arranged as to be consecutive and have in mind at least a fourfold aim all the time—to understand the spoken language, to read it, to speak it and to write it simply. At present we seem to be satisfied with the natural expectation that this fourfold aim will be realized more and more nearly as time goes on. So it is—when the student stays long enough, but you know that even with four years at your command, it is no light task that is set you and your pupils. You know, too, that comparatively few high school boys and girls of the whole number enrolling ever finish even three years' work. The consequence is that no one objective of the fourfold aim is very thoroughly attained by any but a select few of our students. I think the time has come to recognize frankly that we have need of well planned short courses in modern language in our secondary schools, and that if these courses are to be sufficiently thorough to realize to any satisfactory degree either the cultural aim or the vocational aim, that aim must not be fourfold. It will be enough to make it twofold, say the acquisition of the power to read and to pronounce the language correctly. For vocational uses, we should, I think, distinguish between students who are to translate corres-

pondence, and perhaps reply to it from some office in an American city, and those who are to proceed to the foreign country to assist in business there. In the former case the ability to speak is of secondary importance, in the latter it is of the first. Of course the ordinarily well educated man who can speak a foreign language can also write and translate it, but the training and time involved in learning to speak it are necessarily very different from the training and time involved in learning to translate correspondence and reply to it.

The gist of the matter I have been discussing is, as I see it, that very generally the aim of our present day modern language teaching is so broadly ambitious that numbers of our students do not, in the time they are under your instruction, learn to do well any one of the things they might do if we instituted for them short courses in which the aim should be the thorough accomplishment of say two of the four abilities: to read, to write, to understand the spoken language, and to speak it. It seems to me that these courses should be freely offered for cultural as well as vocational purposes to those students who showed, by the test we spoke of, a special aptitude for language. I cannot see why a course in conversation and translation into the foreign language could not succeed a reading course, for instance, in cases where a student is going to remain long enough in school to take it. Those who had had the reading course, but who could not take the other, would at least have had a *better* reading course than now.

These suggestions will be regarded, doubtless, by some of you as so reactionary that I may as well be hanged for a sheep as a lamb, and declare myself at once to be one of those antediluvians who believe in the usefulness of the study of English grammar and in the practicability of teaching the simple essentials of it to children of elementary school age in such a way that they positively understand and like it. I believe that it is certainly necessary to teach the fundamentals in order to prevent the waste caused by confusion and failure in the earliest stages of foreign language study. To qualify for foreign language election I would make a sound knowledge of the simplest kind of English grammar a preliminary requirement, and test it in the examination I advocated to discover linguistic ability. And here a remark by the way. It is high time surely that we *did* something about a common nomen-

clature for grammatical terms in all language teaching, English included. We have talked long enough about it, but the same differences still exist very generally that first led to discussion of the subject. I begin to fear that my talk sounds as though I were finding fault on a wholesale scale; far be it from me to do so. I have not forgotten what I said about improvement in your work and I meant what I said. I have not forgotten that we have advanced from the reading method of James Hamilton through the natural method of Gouin to a reformed method that is much better for our use than either of them. I know of no classroom work more exacting or exhausting than good foreign language teaching. You men and women who do it have my admiration and my sympathy and I would have you mark well the fact that, so far as I have gone, I have dealt with the elimination of waste that might in my judgment be effected rather by changes in administration than by changes in teaching method.

Now, however, I am going to venture inside the classroom with you and speak of some things that need improvement there. Again they are things having to do with administration more than method, but being conditions continually under your eye, you must shoulder a large part of responsibility for improving them if you find you are in agreement with me about them.

In the first place if we are really to prevent waste, your recitation classes are generally far too large. That is not your fault. It is your misfortune, but it is much more disastrously the misfortune of the students enrolled in them.

In your subject above all others—at least in courses in which it is attempted to cultivate an ability to understand the spoken language and to enable students to express themselves simply in it—it is vitally important that the size of classes should permit of frequent recitation by individual students.

To teach modern foreign languages to fewer students in the aggregate and to teach them more intensively to fewer students in the recitation group would in the end, I believe, make for an increased knowledge of those languages measured absolutely.

Whatever may be the aim or aims in the classroom, a very large part of the work must be based upon reading. This makes it highly important that the right kind of reading matter should be selected. The vocabulary to be gained is of course fundamentally

important. But that is not all. The reading matter should be so chosen that the student is sufficiently interested in it to want to read it. It has often seemed to me that the books selected were either very much too simple in their thought content or else very much too difficult. Children of fourteen or fifteen years of age, I think, find very little of real interest in reading French or German fairy tales. They do not themselves at that age usually choose such stories for their own English reading.

Too often, I fear, a rather ambitious ideal to arouse literary appreciation in pupils, who have not yet acquired any such appreciation even of English literature, is responsible for the selection of reading matter that, in its thought content, is as far above the capabilities and interests of beginners as the fairy tales or similar children's stories are below them. The reading of a passage in the foreign tongue is, it seems to me, very frequently so lacking in expression that it loses nearly all its value. All of you I am sure are familiar with that curiously staccato, unpunctuated, or wrongly punctuated, and hesitating habit of reading that I have in mind. I think that really good teaching should always insist that intelligent expression in reading the passage in the foreign language is a most important step toward an acceptable translation of it. When a written translation has been made and corrected, it might with great advantage far more frequently be used for translation back into the foreign language than now seems very generally to be the case. This would save a certain amount of time, help to fix vocabulary, and give exercise in the appreciation of the principles of grammar and the use of idiom that had been discussed in class when the English translation was being made and criticized. It goes without saying of course that this should be a class room exercise only.

The plentiful use of material that tends to make the foreign country real—photographs of places and people, a foreign newspaper, a magazine, a current events bulletin board, should I think be far more generally found in recitation rooms than they are at present. Directly along this line of making the language really a living one, there is another aid to its acquisition available for every teacher's use, an aid which is utilized by only a few. I refer to the natural instinct in children for dramatization. A short scene rendered dramatically from the reading they are

doing—it need not take more than a few minutes to do it—will produce a lively interest in the work and aid greatly in improving oral expression. It will help to fix phrases and idioms in mind perhaps more effectively than any other method. This kind of thing is to be done of course without any elaboration. It may be that parts are read only, but even in that case, the fact that the students are taking individual parts at once improves the reading greatly.

The use of English in the class room is of course in these days reduced to a minimum wherever properly qualified teachers are in charge, but that minimum must not be less than will suffice to make principles perfectly clear: otherwise an explanation of grammar or syntax in the foreign language may fail entirely of its object for a majority of the class. Hence it follows that clear and fluent English is an essential qualification for a successful teacher of foreign languages. And so after all, whatever be the phase of teaching we discuss, we come back eventually to the personality and equipment of the teacher and ever more like the tent maker of old, "Come out by that same door wherein we went." All depends upon the teacher and I cannot leave my subject without speaking briefly of him—or her, I should say, in days when men engaged in teaching seem doomed to share the fate of the dodo in its fight against an unfavorable environment.

In spite of the fact that the three best teachers of modern foreign languages I have ever known were German, Swiss, and French respectively by birth, I am of the opinion that the teacher of modern foreign languages in American schools should—if we are to attain the largest and most general measure of success possible—be native born Americans.

It seems to me to be of vital importance that he who teaches the beginning of a foreign tongue to American boys and girls should realize instinctively the difficulties and mental processes of comparison and contrast that inevitably present themselves to English speaking youth when learning a new language. I very much doubt if these difficulties can be foreseen or met as readily by one whose native language is not English as by one whose language it is. The chief objection that can be raised against the native born American is the possibility or probability that, except in rare instances, his mastery of the foreign language is not as thorough

as it should be. This objection, when it is justified, is of course a fatal one, and the only remedy for it is improved training for modern language teachers in our colleges and—more important than anything else perhaps—a sufficiently long residence abroad to enable the would-be teacher to acquire the niceties of pronunciation and idiom that can scarcely be acquired in any other way, but which are absolutely necessary to the best work. What I have said about school teachers of foreign languages being natives does not at all apply, I think, to college instructors or professors. It is necessary for the latter to do a grade of work that the native born teacher is only rarely qualified to do. In the colleges, in the case of prospective teachers of foreign languages, and others who may be specializing intensively in them, the instructor or professor is dealing with students who have presumably passed beyond the initial stages of their work, and who are ready to profit by what, in general, only one whose native language is the language they are studying can give them.

In conclusion, all that I have said is prompted by the conviction that at present there is a very considerable amount of waste in our modern language teaching and that now, of all times, is the best time to begin a serious effort to eliminate it. To attain this purpose I think we need a clearer definition of our aims in teaching a foreign language, whether for vocational or for cultural ends. Particularly ought we to weigh more carefully the real probability of the vocational use of a modern foreign language by very large numbers of our students who are studying it nominally for that end. To obtain reliable data for this estimate, a survey should be made of the actual commercial need of modern foreign languages in American commerce. We might, I think, determine by properly set tests those who are likely to excel or to fail in language study, and advise for or against election accordingly. We could, with advantage, institute short courses more or less complete in themselves and having a less complicated, more definite and less ambitious objective than seems to be the case at present. A fair grounding in very simple English grammar should be insisted upon as a prime requisite for all foreign language study. Recitation classes should be smaller than is now usually the case and more thoughtful care given to the selection of reading material in order that it may be neither too infantile nor too difficult in

thought content. Interest in the work may be strengthened by an increased use of material for supplementary visual instruction touching upon the everyday life of the foreign people, and by utilizing occasionally the dramatic instinct of children in the classroom.

Finally, I advocate the proper preparation and the employment of American born teachers for secondary school foreign language work—but they should be in almost every case prepared in part by residence abroad.

I sincerely believe that the adoption of these suggestions would make for the reduction of waste of time and effort on the students' and on the teachers' part in modern language work in our secondary schools.

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TEACHING THE FRENCH VERB

By HENRY WARD CHURCH

THE following suggestions in regard to the teaching of the French verb are based on several assumptions that the writer considers so obviously true as to call for no discussion. They are: first, that no student can hope to read, write, or speak French with any degree of proficiency until he has mastered the conjugation of the verb and can use the various forms with ease and accuracy; second, that large numbers of students in our schools and colleges fail lamentably in this important part of the grammar; third, that in the eyes of practically all students the verb is the most unpopular and cordially hated branch in any French course; fourth, that the reasons for these last two facts are to be found not so much in the inherent difficulty of the subject, as in the way in which it is usually presented.

In spite of the sweeping changes that have taken place in recent years in modern language teaching, and the great variety of methods now in existence, there seems to be but one method of teaching the French verb, and that one is, generally speaking, the same as it was twenty years ago. At least this is the conclusion that is forced upon the writer as a result of an examination of most of the available elementary text-books, as well as of experience with a considerable number of students who have come into his second and third year classes with credit for French taken in other institutions.

The traditional method of teaching verbs is open to a number of serious objections. To begin with, it is based almost exclusively on the memorizing of forms, and does not sufficiently encourage the use of the student's logical faculties. It discourages the learner from the very outset by piling up form after form, conjugation after conjugation for him to memorize, the teacher usually adding the well-meant but disheartening injunction that if he fails to learn the forms already given him, he is sure to become hopelessly entangled in the mass of more complicated ones that are to follow. To give a concrete example of this procedure, the student is forced

to learn a different present indicative for each of three, or even four, conjugations, no one of which is in any way associated with any other one; whereas it is possible to give him a simple rule by which he may form this tense not only for all the so-called regular verbs, but for almost all others.

Another fault of the usual method of verb teaching is that it seems to take delight in emphasizing irregularity and in minimizing regularity. So insistently is this done that the average student firmly believes fully ninety per cent of all French verb forms to be irregular, in spite of the fact that even a larger percentage of them than that are absolutely regular. The psychological effect of this erroneous impression is obviously disastrous.

A third objection is that in arrangement and classification the French verb system follows too blindly the Latin verb. All the older French grammars, and a few in common use today, give four French conjugations, the only reason for so doing being that there were that many in Latin. Most of the later grammars have reduced this number to three because the number of verbs in the third or *-oir* conjugation was so small. But the old Latin idea of dividing verbs into independent conjugations still persists, altho every teacher of French knows that, given the principal parts, all French verbs are conjugated in one and the same way.

Furthermore, all verbs outside of these so-called regular conjugations bear the disheartening label "irregular." Why is it that *finir* is more easily learned than *dormir*? Simply because the former is called regular and the latter irregular. As a matter of fact, is *dormir* any less regular than *finir*? Historically, *dormir* is the more regular of the two. It has fallen from grace simply because, according to the Latin tradition, there can be but one regular *-ir* conjugation, and the *finir* group came to outnumber the *dormir* group. It would seem that even in the field of grammar there is need to apply the principle of protection of minorities. Similarly, the verbs in *-duire* are in reality just as regular as those of the *rompre* type, and are certainly much more regular than *recevoir*, which is still sometimes given as the model for the regular third conjugation.¹ Regularity, then, seems to be a rather arbitrary conception, and perhaps our ideas in regard to it stand in need of some revision.

¹ See for example the New Chardenal French Course (Brooks).

Is it possible to evolve a method for teaching the French verb which shall not be open to the above mentioned objections? The writer believes that it is not only possible but very easy to do so. One well known grammar, published some twelve years ago² did pioneer work in introducing such a method, and it is strange indeed that this effort seems to have had no influence on later works of its kind.

The chief aim of any reform in verb teaching must be to eliminate as far as possible mere memory work and substitute for it some form of logical thinking. Obviously, the memorizing of verb forms cannot be entirely done away with. But it can be greatly reduced. It is not necessary for a mechanic to learn independently the circumference of a circle two feet, or ten feet, or three inches in diameter, provided he knows the meaning of π and is able to apply it. Nor is it necessary for a student of French to learn independently the conjugation of *finir*, *dormir*, *écrire*, and *sivre*, when there is a formula into which all these verbs fit perfectly.

The forms of a verb fall naturally into two general divisions, the principal parts and the individual tenses. It is amazing how many students there are who have only the vaguest idea that these two things are in any way related. Principal parts must be memorized. There is no substitute for this. The teacher should see that they are learned as thoroly as is the article with every noun. But it is rare that any further memorizing of an individual verb is necessary. The same may be said of the different conjugations. Why do we persist in completely separating verbs like *donner*, *finir*, and *rompre* from each other and from everything else, when every teacher has at his disposal a single formula which fits them all equally well? And not only may it be applied to these regular verbs, but also to at least forty common irregular ones, and this without the slightest variation.

This system for derivation of the tenses is given in some form in nearly all of our grammars. Unfortunately, it is too often mentioned only incidentally, and then usually too late to be of any real service to the student.³ The writer believes that this table

² A French Grammar, Thieme and Effinger.

³ The Thieme and Effinger Grammar already referred to is an outstanding exception to this rule. For a typical example of the usual treatment see Fraser and Squair, §159. Not only is this material given too late, but the treatment of the present indicative is incorrect and misleading.

should be made the backbone of all verb teaching, and that the student should never be allowed to learn individual tenses in any other way. The table is given here, not exactly as found in any one grammar, but so arranged that its application is practically universal.

TABLE FOR FORMATION OF TENSES

| 1. Infinitive | 2. Pres. Par. | 3. Past Par. | 4. Pres. Ind. 1st Sing. | 5. Past Def. 1st Sing. |
|---|--|--|---|---|
| FUTURE | Stem for all forms below found by dropping <i>-ant</i> | Combines with simple tenses of <i>avoir</i> or <i>être</i> to form all the COMPOUND TENSES | PRESENT INDICATIVE SINGULAR If 1st pers. ends in -e | PAST DEFINITE If 1st pers. is in -ai |
| Complete infinitive (less -e in + case of -re verbs). | $\left\{ \begin{array}{l} \text{ai} \\ \text{as} \\ \text{a} \\ \text{ons} \\ \text{ez} \\ \text{ont} \end{array} \right.$ | | -e -es -e If in -s(x) -s(x) -s(x) -t | -ai -as -a -âmes -âtes -èrent If in -s -s -s -t -mes -tes -rent |
| CONDITIONAL | PL. PRES. IND. | | | |
| Always same stem as future | $\left\{ \begin{array}{l} \text{ais} \\ \text{ais} \\ \text{ait} \\ \text{ions} \\ \text{iez} \\ \text{aient} \end{array} \right.$ | | | |
| | IMPERFECT INDICATIVE | | | |
| | $\text{stem} + \left\{ \begin{array}{l} \text{ais} \\ \text{ais} \\ \text{ait} \\ \text{ions} \\ \text{iez} \\ \text{aient} \end{array} \right.$ | | IMPERATIVE SINGULAR | |
| | | | Like 2nd pers sing. above except that -es becomes -e (but not before y and en). | IMPERFECT SUBJUNCTIVE |
| | PRESENT SUBJUNCTIVE | | | To form stem drop last letter of past def. 1st pers. sing. (-i or -s) |
| | $\text{stem} + \left\{ \begin{array}{l} \text{e} \\ \text{es} \\ \text{e} \\ \text{ions} \\ \text{iez} \\ \text{ent} \end{array} \right.$ | | | $\text{stem} \left\{ \begin{array}{l} \text{-sse} \\ \text{-sses} \\ \text{-t} \\ \text{-ssions} \\ \text{-ssiez} \\ \text{-ssent} \end{array} \right.$ |
| | IMPERATIVE PLURAL | | | |
| | $\text{stem} + \left\{ \begin{array}{l} \text{ons} \\ \text{ez} \end{array} \right.$ | | | |

The writer would like to see the day when the term "regular" will be used to include all verbs which may be conjugated in all their forms according to this table, regardless of whether their principal parts follow the model of *donner*, *finir*, *rompre*, or one of the smaller groups such as *dormir*, *conduire*, or *craindre*, or no group at all, as in the case of *suivre*, *vivre*, *naître*, etc.

The student must develop and master this table slowly, tense by tense, and must have abundant practice in applying it to principal parts as he learns them. When once he can do this, most new verbs will mean for him only five forms to memorize, instead of fifty or more.

But what about the verbs which will not fit into this table?

First of all, note that there are comparatively few of them. The following is a fairly complete list, excluding compounds, for any one but the most advanced student: *acquérir*, *aller*, *apercevoir*, *avoir*, *boire*, *courir*, *cueillir*, *devoir*, *dire*, *envoyer*, *être*, *faire*, *falloir*, *mourir*, *mouvoir*, *pleuvoir*, *pouvoir*, *prendre*, *recevoir*, *savoir*, *tenir*, *vaincre*, *valoir*, *venir*, *voir*, *vouloir*. In other words, our table may be applied without the slightest variation to all but about twenty-six verbs in the entire French language. And its usefulness is not yet over. The student should be taught to proceed with these verbs exactly as he has with all others, i.e., learn the principal parts and apply the table. The only additional step necessary is to note carefully such forms as do not conform exactly to the regular system of conjugation. Such forms will be found to be surprisingly few in number, and are the only ones to which any attention need be paid. The resulting economy of time and effort is obvious. Why need the student be drilled in such forms as the past definite of *courir*, the future of *prendre*, the imperfect subjunctive of *mourir*, etc., etc., when these forms are all as "regular" as any form of *donner*?

In connection with these verbs the teacher can greatly aid the student by calling his attention to the following facts. First: in spite of the prevalent idea concerning French irregular verbs, not a single one is irregular thruout. Many, indeed, have only one or two irregular forms. Second: irregularities, when they do occur, are almost entirely confined to the present, indicative and subjunctive, and the stem of the future and conditional. Third: there is never the slightest irregularity in the past definite or the

imperfect subjunctive, and in only one or two verbs is the imperfect indicative irregular. Fourth: the future and conditional always have exactly the same stem, and the endings of these tenses never vary. It is obvious, therefore, that irregularity in these two tenses can make it necessary to learn only one additional form.

A valuable drill exercise in irregular verbs is to have the student write their principal parts and note under the proper ones all forms which are irregularly derived. The following are a few examples of verbs so treated:

| | | | | |
|------------------------------------|---|-------|-----------|-----------|
| courir future stem courr- | courant | couru | je cours | je courus |
| faire future stem fer- | faisant pl. pres. ind. vous faites ils font Imperative: faites | fait | je fais | je fis |
| recevoir future stem recevr- | recevant 3rd pl. pres. ind. ils reçoivent Pres. subj. je reçoive tu reçoives il reçoive 1st and 2nd pl. reg. ils reçoivent | reçu | je reçois | je reçus |

Such verbs as *lire*, *mettre*, *résoudre*, etc., when so treated, will show nothing but the principal parts. Whether or not the teacher is ready to accept the suggestion made above that such verbs belong among the regular instead of the irregular ones, a careful distinction should certainly be made between them and such verbs as *venir*, *mourir*, *acquérir*, etc., which are irregular in every sense of the word.⁴

The writer firmly believes that if the French verb is taught by some such system as the one outlined above, the subject will lose much of its terror for the student, and the results obtained will be far more satisfactory. Undoubtedly there are a great many teachers who use a system not unlike the above, but there are also many who do not, and to some of these it is hoped that the above suggestions may not be unwelcome. The writer feels justified in

⁴ Such a distinction is well made in Aldrich and Foster's *Elementary French*.

thus presenting the matter for two reasons, both of which have already been referred to: first, because grammars that suggest such a method are hopelessly in the minority; second, because few students who come into his advanced classes show any evidence of having studied the verb in any logical, scientific way.

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THE SPANISH TEXT BOOK

By CONY STURGIS

(Read before the New Jersey M. L. T. Association)

WE MIGHT paraphrase an old saying, and remark of Spanish Text Books—'There is enough good in the worst of them and enough bad in the best of them so that we should not say much against any of them.' Rarely do we find a book that is so intrinsically bad that it is beyond the pale.

This last statement is true of our Spanish material. Considering the comparatively recent and very remarkable increase in the demand for Spanish in schools and colleges, and the hesitancy to publish, due to the war, the number of text books published for this language has amounted to almost a flooding of the market. The quality, as a whole, has nearly kept pace with the quantity. By selection a teacher may make out a program for the three years of Spanish preparatory to college with as satisfactory a collection of books as can be found for French and German. Let us substantiate the statement by some enumerations. We find between 35 and 40 Spanish grammars; about 15 so called composition books; about 50 readers; and about 90 additional edited Spanish texts for all grades. Certain college classes, of course, may add to the last type almost indefinitely by securing unedited texts directly from Spain, but the high school teacher is limited to the readers and to about 60 to 65 of the edited texts,—surely enough, however, for us to find satisfactory material for reading. Yet, the firm (D. C. Heath & Co.) publishing the largest number of Spanish texts lists only 50 titles in its latest catalogue (July, 1920), while the same catalog contains 231 titles for French. There seems at first glance a great discrepancy here between the two languages; but when we look over the field and consider the length of time these languages have been taught on an equal basis, the number of students in each throughout the country, and the impelling motive for the teaching of each language in various sections, we can fairly state that, except for two types of books, we teachers of Spanish can base no valid excuse for inadequate

results on any lack of quantity, and hence variety, in our texts. There is, however, a gap yet to be filled for high school and undergraduate college courses in Spanish: we lack proper material for grammar review after the first year, and for work in advanced composition. After a careful survey of the field I should say, further, that the quality reaches a relatively high standard. In view of these conclusions, then, why discuss Spanish text books at all?

Because, though few will admit it publicly, the reason for teaching Spanish, the teaching itself, and the proper grading of text and vocabulary for the various grades, has not yet approached the standardization that has gradually taken place in the long years of experience with French and German. The question of differentiation between types of books for the various grades in high school work, and for preparatory or college classes, is by no means settled, while the French and German situation is more stable. The quality and type of teaching in our Spanish classes does not enter the present discussion; nor need we consider further the quantity of material at hand, as that seems to be adequate for immediate needs. Nevertheless we have still two most vital points to determine in the text book field: the purpose for which Spanish is taught and the proper grading of text and vocabulary for satisfactory results.

Are we teaching Spanish for its general mental and linguistic training? or for its literature? Or is it facility in conversation that is desired? Or is it purely a business proposition, and hence, should we employ mainly the commercial texts? If so, in what grade should this specialized vocabulary be introduced? These are the questions that must be answered before we can make a division between even college and preparatory text books.

After the war with Spain, Spanish received an artificial increase in popularity, encouraged by an erroneous belief that it was much easier than other foreign languages. Then came the widespread conception of it as a purely business medium between us and our southern neighbors. A teacher of Latin said to me last year, "Spain has no literature." An official of a big university library made the same remark to me a year or two ago. Such views have led to the production of a large number of commercial composition books, commercial readers, and similar text books emphasizing

ing a commercial vocabulary. These books have no place in the elementary general courses of our schools. They have their use, but that use is in commercial schools, business colleges, or in special classes offered in various institutions as technical courses; and then only as supplementary to a thorough basic understanding of the language as a living medium for presenting accurately one's ideas, not merely as a collection of terms used solely in bartering one's goods. No matter what may be the purpose of acquiring Spanish, or what the method of teaching it, we must always select our texts on the principle that no student can make progress in any language without an adequate and accurate grounding in grammar. After obtaining a proper foundation in the essentials of a new language, anyone can acquire a special vocabulary in that language with twice the ease and ten times the accuracy that would result from an early introduction to technical terms.

With the scope of choice thus reduced by the elimination of technical texts from our general high school courses, let us see how we can differentiate further between preparatory and special or college courses. In regard to grammars we must consider three points: accuracy, simplicity of presentation, and the age of our students, together with their previous preparation and acquaintance with other foreign languages. There can be no question that accuracy is an essential in any text book. Simplicity of presentation is obviously desirable. In grammars, therefore, the only point to be considered in differentiation between high school and college texts is whether the book presents the subject matter in a manner suitable to the comprehension of the pupil.

In composition books there is no choice, as the supply of books of this type for general classes is so limited that the same texts must be used for both preparatory and college classes.

Reading presents a very different problem. We give below the outlines of courses presented by three different colleges for those beginning Spanish after leaving high school:

College A—Course I. Grammar. Reading of such easy Spanish as Alarcón, *El Capitán Veneno*. Galdós, *Doña Perfecta*.

Course II. A study of modern Spanish novels and dramas.

College B—Course I. Grammar. Hills, *Spanish Tales for Beginners*; Alarcón, *Novelas Cortas*. Valdés, *La hermana San Sulpicio*.

Course II. Valdés, *José*; Selections from *Don Quijote*; Blasco Ibáñez, *La Barraca*.

College C—Course I. Grammar. 600 pages of reading.

Course II. 1200 pages of reading. (This course may be presented, under certain conditions, as part of the work for an M. A. degree.)

Another college offers as Course I—Grammar and 100 pages of easy Spanish.

With such discrepancies in the college courses supposedly equivalent to our preparatory work, the only recourse left us is to endeavor to strike some mean that will produce the results required by the various entrance boards. The several outlines and syllabi issued by our colleges, the College Entrance Board, the different State Departments of Education, will, when compared, give us a fairly correct summary of the type of text desirable.

In the first two years give the student some accurate Spanish Reader, a couple of edited texts of short stories or novels the plot of which will interest the types of pupil in the particular school in question, and a short play. The third year work should present more short stories or novels of progressive difficulty in vocabulary and construction, and a play, or possibly two, one in prose and the other in verse. The amount read should have a minimum set by the system under which you are teaching, while the maximum ground covered should depend solely on the ability of your class to give accurate and idiomatic translation. Do not accept any translation as good unless it is normal, idiomatic English.

It is with considerable diffidence that I approach the question of naming text books individually. Having been requested to do so,¹ however, I can base my selections on two things only: the result of my own experience, and, for texts I have not used personally, the opinion of experienced teachers who have used them. Any one of the following grammars should give good results for beginning classes:

Crawford—A First Book in Spanish—The Macmillan Co.

¹ This request proceeded from the program committee of the New Jersey Association. In what follows the author expresses, of course, his own opinions for the benefit of fellow members of the Association.

Espinosa & Allen—Elementary Spanish Grammar—American Book Co.

Fuentes & François—Practical Spanish Course—The Macmillan Co.

Hills & Ford—First Spanish Course—D. C. Heath & Co.

Wagner—Spanish Grammar—Geo. Wahr.

I would also mention three others that I have examined but not yet used in class:

Olmsted—First Course in Spanish—Holt & Co.

Sinagnan—A Foundation Course in Spanish—The Macmillan Co.

Wilkins—First Spanish Book—Holt & Co.

The teacher should know the type of pupil to be taught, then go carefully over the texts to be considered, choosing the one having the best presentation of the subject for the student, the length of class period, the number of recitations during the year, and the ground to be covered under the requirements of the system of which the school is a part. Do not forget that simplicity of presentation not only includes clearness in explaining any given rule, but also implies a well balanced lesson as to quantity. Some of our grammars are overloaded with material, examples, and explanations to such an extent that confusion rather than clarity is the result. The fact that any particular author has used a special method of presentation does not necessarily banish some pet method of teaching on the part of the teacher. Any first year book lends itself to oral work in class, and this oral work should never be neglected. It should not, however, be introduced in such a way as to prevent the acquisition of an adequate knowledge of applied grammar.

Each grammar has something in it that may be, and has been, criticized adversely by someone. For example, I personally feel that the best explanation of the difference between the two verbs *ser* and *estar* is to be found in Crawford, and in Moreno-Lacalle, *Elementos de Español* (Sanborn). This implies a criticism of every other grammar on the market, in this one point: yet virtually every one of them has given the type of explanation found in Ramsey, which is cited as an authority by editors and teachers the country over. Hills and Ford is as accurate a grammar as can be desired; yet it is so idiomatically Spanish from the very

first that it requires a thoroughly equipped teacher to handle it with the best results. Wagner's is one of the simplest, considering the question of multiplicity of material, yet he had to modify his ideas after the first publication and insert special exercises for those who desired written work daily. Wilkins has about 2500 words in his vocabulary, while corresponding French texts and other Spanish texts run from 1200 to 2100: yet the material in Wilkins, including the pictures, is definitely intended for the high school pupil, which cannot be said of other grammars, except a few available only for Junior High School or for special classes. Most of the first year books not mentioned above are really good texts, but were prepared with a particular type of pupil in view, and hence are not suitable for our regular high school courses. A few seem to me to present the subject matter inadequately, incorrectly, or impractically, and have been omitted for one of these reasons.

With at least eight elementary grammars to choose from we can feel fairly safe for our first year work: but when we go on and wish to review the grammar in the second and third years we find ourselves at a loss. The average syllabus postpones the consideration of that most difficult topic, the Spanish subjunctive, until the second year, so a first year book will not easily serve our needs in this respect when passing on to the second year. There have been two texts prepared with this field in view: Olmsted and Gordon, and Coester. The first was apparently modeled somewhat on the old editions of Fraser and Squair's French Grammar, presenting the subjunctive in much the same fashion and following its model in general method. It is not, however, as easy to handle as its French prototype, nor does it, in my opinion, make as clear and satisfactory a presentation of the various grammatical points.

Coester's Spanish Grammar is probably the best we can find for a review of grammar in our advanced classes. Yet there is something about this book that makes it difficult to handle with the average class. I have used both these grammars in college classes, and have had complaints from students of average ability that they could not understand the presentation of certain points. The bright student with excellent linguistic training had little difficulty, but if the normal college boy or girl has to make a decided effort at analysis of a given statement, how can we expect our high school pupils to make a great success with the same book?

I am not, of course, considering the reference grammars, such as Ramsey, Bello-Cuervo, etc., which are for the teacher and not for the preparatory student. It should be remembered, however, that, in the final accounting, it is not the text but the teacher that determines the result. Let each one of us check up the book we are using with Ramsey and other grammars in order to clarify for the student any point that may be especially difficult, and we shall enable our classes to acquire that accurate grammatical knowledge which is the foundation of all language work, regardless of what text or what method we may employ. Constant drill on the essentials, through oral, aural, and written work, is the basis of thorough preparation in any language, and any accurate grammar that enables us to give this necessary drill should secure for us the desired results. When I speak of the ease or difficulty with which a certain book may be handled I am not thinking of the teacher, but of the pupil. I am not at all in sympathy with the type of book advertised for Latin classes a few years ago, the announcement stating as the *main* inducement for its introduction: "It makes it easier for the teacher."

In turning to texts for composition, or translation from English to Spanish, we, unfortunately, meet the question of why we are teaching Spanish. So far as I am concerned we do not have to consider this question at all in our high schools, for a general preparation in the language is the only thing that seems to me suitable for these courses. Specialized courses should come later or in specialized schools. But many school boards and many teachers feel that Spanish should be taught for commercial purposes mainly, and lose sight of the fact that these purposes are really better accomplished through enabling the boy or girl to use the language correctly and idiomatically first, then going on to whatever particular specialty is desired. Taking into consideration, then, only general compositions, I should recommend the following:

Cool—Spanish Composition—Ginn & Co.

Crawford—Spanish Composition—Holt & Co.

Umpfrey—Spanish Prose Composition—American Book Co.

Waxman—A Trip to South America—Heath & Co.

I have also used with considerable success the material in Ford's Exercises in Spanish Composition (Heath), and in Remy's Spanish Composition (Heath), but neither of these corresponds to

the modern conception of a composition book. Warshaw's Spanish-American Composition Book (Holt), Wilkins' Elementary Spanish Prose Book (Sanborn), and Espinosa's Advanced Composition and Conversation seem to me rather cumbersome, especially the last two. I have not secured as good results with these as with the others mentioned above. Mr. Wilkins, as in his grammar, seems to have a decided tendency toward an extensive vocabulary. He has, for the Spanish and English selections covering 245 pages, over 6000 words in his vocabulary. I am not at all opposed to having the pupil acquire a large number of words, and this number is not too great to present in a composition text for college students. We have, however, in our preparatory classes, a very practical problem. The number of Spanish teachers is small in comparison with the demand; the classes are therefore larger than they should be; many of our teachers are inadequately prepared through no fault of their own, but due to existing circumstances in this particular field; numerous Spaniards without a sufficient knowledge of English are teaching first year classes and translation courses. All of these facts must be taken into consideration, and a smaller active vocabulary, thoroughly instilled into the mind of the pupil, along with the correct forms for using these words to express thoughts, is far preferable to a multiplicity of vocables and the consequent absence of that constant repetition for each pupil which is the essential for the best results.

Take, during the second and third years, the four books mentioned above, in the following order: Crawford, Umphrey, Waxman, and Cool. If you have not sufficient time to cover the four, then omit one of the last three, preferably one of the last two. Crawford's is an excellent book to begin with. Umphrey, which is almost a paraphrase of François' Introductory French Composition, has always given my pupils excellent training. Its English is awkward, sometimes even incorrect, but the iteration and reiteration of certain types of phrases gives results that can be obtained in no other way; and this is what has made me go back to Umphrey after each trial of a new text. In the last few years I have used twelve composition books in the endeavor to pick those that will give the best results, and my recommendations are based solely on my own recent experience.

Our consideration turns finally to texts for translation from Spanish to English. The New Jersey syllabus has an excellent list of books for this purpose. I have used every book mentioned and have found them all satisfactory. I should recommend, however, using only one reader, and then passing directly to some edited Spanish text of short stories, or even immediately to a novel such as *Capitán Veneno*. This seems to be the most popular text for second year classes, and I think rightly so. I have never yet found one to equal it. *Novelas Cortas*, *La navidad en las montañas*, *Fortuna*, *Marta*, are types of novels for second year work. *Zaragüeta* is the most satisfactory play that I have found for this grade, with *El sí de las niñas* as a good one to follow the next year. The last year of high school Spanish should take up such texts as *Marianela*, *José*, *Capitán Ribót*, *Doña Clarines*, *La mariposa blanca*, *Cuentos Alegres*, *Amalia*, *La hermana San Sulpicio*, Benavente's *Comedias*. I have included two South American novels, *Marta* and *Amalia*. While neither one gives a typical picture of life on that continent, yet it is sometimes advisable, for the psychological effect, to have the scene of one of our stories laid in that region. The Mexican novel, *La navidad en las montañas*, seems to me a very clear portrayal of a certain type of Spanish-American life, and appealed to me very much, but I did not find it so successful in class use as others with a more lively and entertaining plot.

This brings us to the question of the type of book to be used, as regards the context rather than the technique with which the book has been edited. I cannot emphasize too strongly the following points:

1st—Read over carefully every text under consideration before finally making a choice.

2nd—Determine whether the vocabulary employed is approximately suitable for the grade and class under your charge.

3rd—Endeavor to give the pupils a variety in the type of books read during the year.

4th—Avoid extremes in any particular period writings, such as the Romantic Period.

5th—Do not use Cervantes, Lope de Vega, etc. with high school pupils. They do not appreciate them and cannot handle them.

6th—If more than one edition of a book is on the market, choose the one with the best notes and vocabulary: not necessarily the one with the greatest number of notes, nor the one with the greatest abundance of historical and interpretative material. Teach the student Spanish and make him use his brain in understanding and interpreting the story for himself.

7th—Give the student something descriptive about South America, but do not overload the course with books of this type. Blasco Ibáñez's *Vistas Sudamericanas* (Marcial Dorado-Ginn), which has recently come out, is an excellent book of this kind, and could be used at the end of second year or at the beginning of third year classes.

8th—Choose the text for clear, idiomatic, *real* Spanish. Extreme stylists and careless writers should be equally taboo.

9th—Always endeavor to select a book with an intrinsic interest in plot and in characters that will make the class want to keep on in order to find out what is going to happen. In my opinion this is one of the most important points of all. A class that is not interested rarely makes much progress, and there are plenty of books fulfilling the other requirements that also have this added advantage of interest. My best results have been secured with such books as *Capitán Veneno*, *Novelas cortas*, *Zaragüeta*, *Marianela*, *Doña Clarines*, *Los intereses creados*, *El sí de las niñas*, *José*, *La hermana San Sulpicio*, *El pájaro verde*, *La coja y el encojido*: texts that make the student ask, "Can't you find us another book as interesting as that?"

Avoid the mistake that a friend of mine made when he chose a book he had not read, simply because he could secure the right number of copies at the right time, and then found that the book was utterly impossible. A Spanish teacher, the author of one of the texts mentioned above, told me several years ago that he always picked for his classes a book he had not read because that widened his own experience with the language. A woman told me two years ago that she was going to teach in a girls' "Finishing School" where the Board had imposed upon her first and second year classes *Don Quijote*, and some plays of Calderón and Lope de Vega. She protested but was told that she was teaching the language of Cervantes and hence must give her pupils the literature of Spain's Golden Age. I have seen Becquer's *Legends, Tales and*

Poems used in first year classes, to the great dismay and discouragement of the students.

Use common sense and have a little mercy on yourself and your pupils. Do not give those children a philosophical dissertation on the Spaniard's religion; do not hand them a blank verse problem play on love and marriage: they are interested neither in blank verse, nor in love and marriage as an ethical question; they are pleased with a natural, amusing love story because it is interesting and because it is human nature, not because it is an academic question to the author of that play. Do not give them a constitutional history of South American countries. Let them read descriptions of the life of the Gaucho; of Lima, showing today the city of two centuries ago; of the evening 'retreta' on the plaza, with the pretty *señoritas* walking up and down in company with their watchful *mamás*. Make the text book work with you, not against you, and you will soon find your students anxious to understand the language, read the literature, learn the customs, and become truly acquainted with those who 'speak the language of Cervantes.' This is the thing we must do if we wish to make our subject of permanent value to the boys and girls of the United States, and evolve that much desired entity, a united and mutually appreciative America.

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FRENCH SPEECH-TUNES AND THE PHONOGRAPH

By CLARA STOCKER

THE phonograph offers great possibilities as an aid in modern language instruction, possibilities which are in an early stage of development. Phonograph records for elementary work are of benefit, but their use in the class room or at home is no guarantee of a good pronunciation on the part of the pupil. The average student does not always hear sounds as they are, and his ear is not trained to detect the difference between the sound given and his own inadequate imitation of it. He must have the criticism of a careful teacher.

It is not, however, the intention to enter here into a discussion of the value of the phonograph for the acquiring of a correct pronunciation, but as an aid in the mastering of the "tunes" of French speech. Sidney Lanier says "modern speech is made up quite as much of tunes as of words, and that our ability to convey our thoughts depends upon the existence of a great number of curious melodies of speech which have somehow acquired form and significance. These 'tunes' are not mere vague variations of pitch in successive words, but they are perfectly definite and organized melodies of the speaking voice, composed of exact variations of pitch so well marked as to be instantly recognized by every ear. If they were not thus recognized, a large portion of the ideas which we now convey would be wholly inexpressible." (*Science of English Verse*, chap. 1.)

Some teachers of French diction object to imitation on the part of their pupils. They discourage such aid as curved lines over a text, on the ground that if the student feels the sense of the phrase or verse, the intonation will be correct. This may be true in the case of the pupil who is studying the diction of his own language, whose "speech tunes" he uses unconsciously. It is not true of the person studying in a foreign tongue, for one of the first things he must learn is to divest his speech of the melodies with which he has been wont to clothe it. The result will be a monotonous utterance, but this is the first step. The acquiring of a new set of speech-tunes is the next.

The carefully trained student has early learned to recognize the stress group in French speech, and to accompany a stressed syllable by a rise or fall of the voice. But such knowledge is not synonymous with a mastery of French intonation.

In Act 1 Scene X of "*Le Mariage de Figaro*," the count says, "*Vous êtes bien émue, madame!*" A French actor of M. Copeau's theater gave the following intonation:



Vous êtes bien é mue, ma dame!

The average student, conscious of the stress group, would say:



Vous êtes bien é mue, ma dame!

His reading would not be incorrect or un-French, but ineffective, as he would be inclined to give to all short phrases, the same melodic scheme.

Many subtleties of French intonation can be acquired by the patient student, but he must have constant ear practise, should hear the same phrases repeated, indicating their melody on paper by means of curved lines, or by musical notation, for future study and comparison. If his ear be sufficiently trained, he can do much at the theater, at lectures, or when he has the opportunity of hearing a conversation between French people who are unaware that they are the object of study. But this method is beset with difficulties. The opportunities of practising it are rare; it presupposes a trained ear, and does not admit of verification of the student's notes.



Here, the phonograph can render invaluable service to both teacher and student.

He who attempts to imitate the sounds of a language, has no way of proving to himself that his imitation is accurate. He cannot measure the quality of the sounds. But in the case of the speech-tune, measurement is often possible. If one could procure

records of dramatic dialogues, made by artists, the student of diction could learn for himself many of the expressive tunes of French speech. The voice imprisoned in the record never tires, will repeat a thousand times, if need be. With a phonograph, some good records, a musical instrument to verify the pitch, and some music paper, the student would have the means of giving his ear a very beneficial training. He could play the record, stopping it whenever a tone of the voice impressed him as musical, that is, one of which he could reproduce and record the pitch on paper. He should then have the same phrase repeated, attempting to get the pitch of the syllables preceding or following the one he has grasped.¹

The novice at this work should not be discouraged, if at first he is able to verify only a tone here and there. The difference between the speaking and singing voices is so great that it is often difficult and sometimes impossible to determine upon what musical tone the voice is pitched. But with practise, the student will find that he begins to hear some of the most elusive phrases in terms of the musical scale, is able to write them on the staff, and to reproduce them at will.

While the human voice makes use of smaller intervals than those of the Western scale, this need not deter one from using the musical staff for the notation of speech-tunes. He whose ear is acute enough to recognize that a certain syllable is pitched on a tone which is neither d nor d^b but nearer d than d^b , might indicate

it thus:  ; if nearer d^b , thus:  or by some

other device of his own.

If we had records of French lyrics, read by such artists as Carlo Liten and Yvonne Garrick, it would be a great boon to the teacher who would instil in the minds of his pupils an appreciation of French poetry.² The record could be used in the classroom, a significant verse or phrase being repeated until each student had made a diagram of its melody, either by means of

¹ See "Intonation Curves," Daniel Jones, Teubner, Leipzig-Berlin.

² The Victor Co. makes a record useful in this connection of the de Musset poem, "Conseils à une Parisienne," with a fragment from *L' Aiglon* on the reverse side.

notes on a staff, or by curved lines. Through the repetition necessary, the rythmn of the verse, more intangible, more difficult to transcribe, but haunting to those who have learned to understand it, would have been unconsciously impressed upon the student's mind.

There are now very few records of spoken French in America,³ but no doubt, they would be forth-coming in answer to a multitude of requests from members of the teaching profession.

Duluth, Minn.

³ The International College of Languages of New York publishes, in the series of the Rosenthal Language Phone Method, the de Musset playlet, "Il Faut qu'une porte soit ouverte ou fermée," in a set of five double disc records.

Notes and News

CENTRAL DIVISION OF THE M. L. A.: ANNUAL MEETING

The twenty-fifth annual meeting of the Central Division of the M. L. A. took place in Chicago on Dec. 28, 29, 30. The attendance was unusually large, the papers presented were of a high degree of excellence, the entertainment provided through the coöperation of the faculties of the University of Chicago and Northwestern and arranged for by Professors Cross, Bryan, Kurath, and De Salvio was thoroughly delightful. Owing to the fact that the American Association for the Advancement of Science had attracted a very large number of scientists to the University of Chicago, rooms for meeting there were at a premium and the Romance section found itself in too small quarters the day the Association met there, but this is just one of the various *contretemps* that may arise when it is impossible to predict what the attendance will be.

Of special interest to readers of the Journal should be the proceedings of the pedagogic sections, to discuss particularly, of course, problems of college teaching.

In the Romance section Professor Charles E. Young of the State University of Iowa discussed the nature and function of the Teachers' Course. Among other things he said that the course should be given by some one with secondary experience, who should keep in mind the necessity of checking up the equipment of his class in content, as well as the more immediate task of discussing class room procedure. The speaker emphasized also the importance of providing opportunities for students to observe work in secondary classes and to have a go at practice teaching. He advocated a course in phonetics to be taken by members of the teachers' course during the second semester, while still having two meetings weekly of the class in method.

As to the content of such a course, Professor Young expressed the opinion that it is not enough to go over the ground covered by printed discussions of the subject. Teacher and class should discuss concrete problems, such as the presentation of pronunciation to a class *as it is actually done*, they should formulate standards for the study and judgment of school texts and practice the application of their tests to current books.

The paper was discussed by Professors Zdanowicz, Smith, and Carnahan. The latter raised the question of the teachers' course being counted for graduate credit, which is not the case at Illinois and Wisconsin. The feeling of the group seemed to be that such

a course given to seniors and graduate students should be counted toward a graduate degree.

Professor Thieme of Michigan then discussed the question of attracting men students to the advanced classes in Romance languages. In his opinion, the reputation of the department in the institution, the character of its instructors, whether or not they are known as investigators and productive scholars, whether or not the classes are so conducted as to give opportunities for discussion and the free expression of opinion by the students, whether or not the instructors are sufficiently interested in present day literature and problems to point out the connections between present and past epochs—all these things have weight with men students electing subjects that do not have a directly vocational character. The speaker advocated also acquainting students with the essentially virile qualities of the French, which should make an appeal to the interest of college men.

In commenting on the paper, Professor De Salvio referred to the fact that we dare not overlook or speak slightly of the women students in our coeducational institutions, or we may find ourselves without listeners of either sex. Professor Havens suggested that our great chance at the men comes in the first one or two years in college, and that if we could give them something substantial in the way of ideas, if we could arouse their interest in the intellectual achievements of France or Spain at this point, we would have a stronger hold on them for subsequent work.

Professor David next spoke on method in the advanced course in literature. He too demanded that the instructor should be an investigator and should bring to bear on his teaching the best scientific method. His chief aim should be that his students become intelligently familiar with the important texts through extensive and orderly reading, whether the course be given by means of lectures or through recitation. The instructor should endeavor to place authors in their proper environment and, by means of illustrated books and works dealing with the history of society, should try to have his class realize the milieu in which they wrote. Students should be asked to take notes on reading, should be required to write reports in which their individual reactions have a place. The difficulty of having enough copies of a given work without too severely taxing the library funds or the students may be solved by a rental collection for the use of which a small fee is charged.

Professor Coleman raised the question of the language in which these courses should be given. Professor Wagner expressed the opinion that in advanced courses in which masterpieces are studied neither the student nor the instructor should be hampered by any barrier of language, and that English should be the medium. Professors Bovée and Cardon expressed the belief that college

instructors are too much inclined to sacrifice linguistic control to other interests.

In discussing graduate study in France by American students, Professor Bush spoke of the impossibility of being in a position to interpret the foreign civilization aright without personal contact with it throughout a considerable period, and explained the nature of the groups of courses by specialists bearing on various phases of French civilization now being offered at the Sorbonne by such men as Brunot, Reynier, Chamard, Michaud, Guignebert, Denis. He recommended to prospective students in France that they spend at least a semester in one of the excellent provincial universities before going to Paris for study.

As one result of this discussion a motion was offered that a committee be appointed to consider whether residence abroad should be made a part of the required work of candidates for the doctorate in Romance, and that this question should be on the section program for 1921.

The section meeting was presided over by Professor R. P. Jameson of Oberlin. His successor is Professor E. C. Hills of Indiana University. A committee consisting of Professors E. H. Wilkins, Kenneth McKenzie, and A. L. Owen was appointed to advise with the officers in the preparation of a program for 1921 and to consider whether the representatives of the three Romance languages should meet separately. On the latter question the committee reported in the negative.

In the German section, Professor Hatfield gave some notes on his extensive use of expressive reading as a medium for the teaching of literature, particularly in third year work.

Professor Bruno discussed the material and methods of third year literary courses. He favors one-man courses, the moderate use of translation for testing purposes, discussions largely in English, reading of the text in German by both the instructor and the student, and encouraging students to ask questions.

Professor Lauer outlined a college course in beginning German which has been tried twice at Iowa, the aim of which is to enable students to begin reading German at the earliest possible moment. Condensed grammar training fills the first semester, coupled with a carefully selected standard vocabulary utilized in brief reading paragraphs. The second semester work is distributed thus: One hour oral and drill work, translation; one hour written composition; two hours sight reading; additional outside reading of about 200 pages.

The speaker believes that by this system the reading ability of the students has been greatly increased.

Mr. Jente presented very interesting figures showing enrollments in the several modern languages at universities, colleges, and

high schools during the past seven years. In general, these figures show German at a standstill, after a loss of about 66%, whereas French has made an almost equal gain, and Spanish in many cases an even greater one, though the growth of Spanish has been much more irregular.

The Central Division will hold its next annual meeting at the University of Iowa. Professor A. C. L. Brown of Northwestern was elected chairman.

NEWS FROM ARKANSAS

Fort Smith (Arkansas) reports an active French Club again this year. The Christmas program was especially good, with original Christmas stories, music and a "Tableau Mouvant," representing the busy day of an *Agent de Police*. This officer was stationed at the corner of the Louvre (the piano), directing tourists and townspeople to various points of interest indicated by signs posted on different articles of furniture—such as Bureau de Poste, Place de la Bastille, and, of course, L'Arc de Triomphe and le Bois de Boulogne in the distance.

SOME REGISTRATION FIGURES IN MODERN LANGUAGES (AUTUMN 1920) FROM REPRESENTATIVE COLLEGES AND UNIVERSITIES

Amherst College:

French, 231; Spanish, 66; German, 45; Italian, 16.

University of California:

French 1,350; Spanish, 1,310: about 950 refused admission, German, 538: elementary 422, advanced 116; Italian, 150.

University of Chicago:

French, 573: elementary 400, advanced 173; Spanish, 294: elementary 250, advanced 44; German, 244: elementary 190, advanced 54; Swedish, 4 advanced; Italian, 66: elementary 62, advanced 4.

Dartmouth College:

French, 883: elementary 746, advanced 137; Spanish, 411, elementary; German, 217: elementary 118, advanced 99.

Harvard University:

French, 1,250: elementary 800, advanced 450; Spanish, 435: elementary 260, advanced 175; Italian, 72: elementary 37, advanced 35; Romance Philology, 80.

University of Illinois:

French, 1,116: elementary 530, advanced 586; Spanish, 1,268: elementary 924, advanced 344; German, 325: elementary 159, advanced 166; Italian, 35: elementary 28, advanced, 7.

Indiana University:

French, 1,108: elementary 936, advanced 172; Spanish, 672: elementary 636, advanced 36; German, 150: elementary 64, advanced 86; Italian, 16 elementary.

University of Maine:

French, 240; Spanish, 315; German, 175; Italian, 13.

University of Michigan:

French, 1,808: elementary 590, advanced 1,218; Spanish, 1,130: elementary 664, advanced 466; German, 400; Italian, 29: elementary 24, advanced 5.

University of Minnesota:

French, 1,246; Spanish, 747; German, 532; Italian, 17.

University of North Carolina:

French, 525; Spanish, 171; German, 119.

Ohio State University:

French, 1,637; elementary 1,380, advanced 257; Spanish, 1,494: elementary 1,392, advanced 102; Italian, 23: elementary 17, advanced 6.

Princeton University:

French, 800; Spanish, 300; German, 188; Italian, 38.

Smith College:

French, 1,094: elementary 420, advanced 674; Spanish, 243: elementary 106, advanced 137; German, 91: elementary 36, advanced 55; Italian, 72: elementary 42, advanced 30.

University of Texas:

French, 794: elementary 285, advanced 509; Spanish, 1,376: elementary 662, advanced 714; German, 177: elementary 65, advanced 112; Italian, 8, first year.

Tulane University:

French, 113: elementary 58, advanced 55; Spanish, 124: elementary, 99, advanced, 25; Italian, 3, first year.

H. Sophie Newcomb Memorial College:

French, 315: elementary 48, advanced 267; Spanish, 162: elementary 93, advanced, 69.

Vanderbilt University:

French, 352; Spanish, 302; German, 83; Italian, 6.

Vassar College:

French, 686: elementary 99, advanced 587; Spanish, 121: elementary 79, advanced 42; German, 69: elementary 26, advanced 43; Italian, 67: elementary 62, advanced 5.

University of Virginia:

French, 358; Spanish, 346; German, 53; Italian, 25.

Yale University: (including Sheffield)

French, 805: elementary 320, advanced 485; Spanish, 278: elementary 257, advanced 21; German, 233: elementary 161, advanced 72; Italian, 22 elementary.

The fall meeting of the Boston group of the New England M. L. A. was held at Boston University, Dec. 4, 1920, in conjunction with the annual meeting of the New England Association of Colleges and Secondary Schools. The program consisted of addresses by J. Moreno-Lacalle, Middlebury College, Vermont, and A. Clinton Crowell of Brown University. The attendance was excellent. The meeting was presided over by the chairman, Walter I. Chapman, assisted by Miss Edith Gartland, Secretary.

VIRGINIA NEWS

The annual meeting of the M. L. A. of Virginia was held at John Marshall High School, Friday, Nov. 26, 1920, with Miss Estelle Smithey, of Farmville, in the chair. The meeting was well attended and the program interesting. The question of colleges allowing credit for first year work in a language was discussed at length, and the point brought out that the University of Virginia is the only college in the state not giving credit. A committee was appointed to investigate the rules governing the case in other states and to bring a definite ruling to the Association.

The program was as follows:

Lope de Vega and Calderón, Mr. Bowles, University of Virginia.

Articulation of High School and College Courses in Spanish, Miss Gay, Westhampton College. Changes in the Method of Teaching French since the War, Mr. Graham, University of Virginia. A report on French and Spanish educational institutions and educational helps available for American students, Professor Zdanowicz, Randolph-Macon Woman's College.

Officers for the coming year were elected as follows:

President: Estelle Smithey, State Normal School, Farmville.

Vice-Presidents: A. S. Graham, University of Virginia; Sarah E. Coleman, Binfield Junior High School, Richmond.

Secretary-Treasurer: Emma J. Hunt, John Marshall High School, Richmond.

Executive Board: The officers and A. G. Williams, Williamsburg, Thelma Watts, Bainbridge Junior High School, Richmond.

A meeting of the Virginia branch of the American Association of Spanish Teachers was held in the John Marshall High School, Friday, Nov. 26. The following officers were chosen for the coming year:

President: Professor Fisher, Randolph-Macon College, Ashland.

Vice-President: Grace Mastin, Bainbridge Junior High School, Richmond.

Secretary-Treasurer: Constance Gay, Westhampton College, Richmond.

ANNUAL MEETING OF THE ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE MIDDLE STATES AND MARYLAND

The annual meeting took place on Saturday, November 27, 1920, the president, Dr. J. P. W. Crawford, in the Chair.

In the absence of the secretary, Miss Betty Schragenheim acted as secretary pro tem. There was a large audience and much interest was shown.

Extract from President's Report.

The principal work of the Association has consisted in the organization of the two Committees authorized at our last meeting, namely, the committee on Oral and Aural Tests and the Committee on Investigation. Owing to the late date at which these Committees were appointed, they have had an opportunity only to outline their work for the coming year.

The Committee on Oral and Aural Tests is composed of Prof. Douglas L. Buffum, Princeton University, Chairman; Prof. Edith Fahnestock, Vassar College; Miss Harriet M. True, West Philadelphia High School for Girls; Prof. E. W. Bagster-Collins, Teachers College, Columbia University; Prof. Edwin B. Davis, Rutgers College; Prof. James F. Mason, Cornell University, and Mr. Louis A. Roux, Newark Academy.

Associated with Dr. William R. Price, Chairman, on the Committee on Investigations, are Prof. Isabelle Bronk, Swarthmore College; Dr. Mary C. Burchinal, West Philadelphia High School for Girls; Prof. David S. Blondheim, Johns Hopkins University; Dr. Murray P. Brush, Tome Institute; Prof. Hayward Keniston, Cornell University, and Dr. Charles Holzwarth, West High School, Rochester. The committee believes that the time is propitious to make a thorough study of the various problems that underlie and affect the teaching of modern languages in secondary schools and colleges.

The president appointed Professor D. L. Buffum and Dr. Murray P. Brush as Committee on Nominations and Prof. Bagster-Collins chairman of the Auditing Committee.

Extract from Report of the Secretary. 1919-20.

Since November 29th of last year fifty-seven new members have joined our association. Most of these new memberships are due to the printed application cards sent out in November of last year to the modern language departments of all schools and colleges connected with the main association. They were accompanied by a circular letter describing the work and scope of our group and urging all teachers of modern languages in the section to join our association. A similar circular letter and membership cards have been sent during the last two weeks to schools and teachers in

Washington and in Baltimore and to many schools in Maryland outside of Baltimore. Already members are joining in response to this invitation. For the addresses of teachers and schools we are indebted to M. René Samson, Professor Henry Doyle, Miss Agnes Godfrey Gay and Miss Dunster.

Our thanks are due to Teachers College for excellent service rendered without charge. All post cards and circular letters have been multigraphed and addressed, all bills have been typewritten and addressed with willing promptness and efficiency and the Association has had publicity and service that would not have been possible otherwise.

We are glad to report a balance of sixty-two dollars (\$62.00) in the treasury. It is due to new memberships, to the existence of a sufficient supply of membership cards, and to no expense for bill heads, programmes, or other printing.

The subject for the day was Oral Tests and admirable papers were read by Professor Bagster-Collins and by Mr. Francis Lavertu of the Hill School. We hope to see them printed in full in the *Journal*. Dr. Wm. R. Price led a lively discussion which was participated in by M. René Samson of Washington, D. C., Mr. Gibson of Mercersburg Academy, Prof. Buffum and Prof. Armstrong of Princeton, Dr. Greenberg, director of Modern Languages in the Junior High Schools of New York City, Mr. Carter of Stevens School, Dr. Spanhoofd of Washington, D. C. and Dr. Holzwarth.

On motion of Dr. Armstrong, seconded by M. Samson, the following resolution was unanimously passed:

It is the sense of this meeting that an Oral and Aural Test should be included as part of the examinations in Modern Languages by the College Entrance Examination Board, that the President of this Association be authorized to make overtures to the College Entrance Examination Board concerning the possibility of including such a test in their examinations, and that if it seem desirable, a committee be appointed to conduct the negotiations with the College Entrance Examination Board.

The following officers were elected:

President: Annie Dunster, William Penn High School, Philadelphia.

First Vice-President: Frederick S. Hemry, Tome School, Port Deposit, Md.

Second Vice-President: Professor Henry G. Doyle, George Washington University, Washington, D. C.

Secretary-Treasurer: Anna Woods Ballard, Teachers College, Columbia University, N. Y.

Directors: J. P. W. Crawford, Ex-President, University of Pennsylvania, to 1921; E. W. Bagster-Collins, Teachers College, Columbia University, New York, to 1921; Douglas L. Buffum, Princeton University, Princeton, to 1922; Isabelle Bronk, Swarth-

more College, Swarthmore, Pennsylvania, to 1922; Louis A. Roux, Newark Academy, Newark, to 1922.

ANNA WOODS BALLARD,
Secretary

NOTES FROM SOUTH DAKOTA

MODERN LANGUAGE ROUND TABLE, STATE TEACHERS' ASSOCIATION HELD IN NOVEMBER, AT ABERDEEN

There were two meetings of the Round Table, both of which were very informal, following set papers by Dr. Kurz, of the State University on "Spanish Publications for High School Use"; by Professor E. M. Greene of the State University on "French Reading Texts for First and Second Year High School"; and by Mlle Germaine Cornier, instructor at the State University on "A Comparison of Methods and Students' Attitude in American and French Schools."

The following resolutions were adopted by the Round Table for presentation to High School Inspector F. E. Smith at Pierre: A, That for the present year at least, one year of Latin (preferably two) precede the study of French or Spanish in our High Schools; B, That conformable to a resolution of the Federation of Modern Language Teachers, at least one year elapse between starting points of French and Spanish; C, That the present five year law for text books is not for the best interests of the students and teachers of Modern Languages in the state.

The Secretary was instructed to express to Mrs. George Smith, wife of the late President of the Round Table, the sympathy of the members for her in her bereavement.

The following officers were elected for 1921: President, E. M. Greene; Vice-President, Mrs. C. Collins, Aberdeen Normal School; Secretary, Miss H. Ulrey, Pierre Public Schools.

The enrollment at the State University of South Dakota in French is about 220; in Spanish about 130. These figures vary little from those of last year. The Spanish Department is fortunate in acquiring Dr. Harry Kurz of Columbia University, and Miss Grace Eldredge from Illinois; the French Department has the aid of Mr. Melville Miller of Iowa University, and Mlle Germaine Cornier, Licenciée of the Sorbonne.

The success of the French Club last winter encouraged its members to continue a similar program of lectures by the faculty; recitations, plays etc., by the students. A Romance scholar of note will, as usual, be invited to address the club. Last year this scholar was Professor Colbert Searles of Minnesota. During the fall conversational groups have been formed for both Spanish and French.

Yankton College, South Dakota, has an enrollment this year of 74 in French, 17 in Spanish, and only 2 in German with a prospect of a few more the second semester.

In Sioux Falls College, South Dakota, 17% of the students are taking Spanish, 12% taking French, and 5% German.

French is taught in 56 of the 231 high schools of South Dakota, and Spanish in 13. No German is taught as the language is still under the ban as far as schools supported by the state are concerned.

ASSOCIATION OF TEACHERS OF SPANISH

The Fourth Annual Meeting of the American Association of Teachers of Spanish was held at the Auditorium Hotel, Chicago, December 30 and 31, 1920. The attendance was large and the enthusiasm contagious. The presiding officer, Mr. Sundstrom, of the Lake View High School, Chicago, introduced Mr. de Butts as the speaker in place of Supt. Mortenson who was attending a meeting at the state capital. Mr. E. L. C. Morse of the Summer Normal School spoke with considerable enthusiasm of the need of teaching the psychology as well as the language of Spanish America because the growth of commerce and the exigencies of international politics had compelled the United States to lay aside the rôle of a hermit and to deal with and become acquainted with our neighbors.

President Wilkins in well chosen terms set forth the aims and purposes of the association and offered pertinent suggestions. Prof. Fitz-Gerald of the University of Illinois discussed the problem of educating young Americans of Mexican parentage on the border. Citations were made from the practice of the British authorities in Wales, South Africa and Quebec; from the French practices in Brittany, Provence, and Gascony and our methods in the Philippines. Should the young Mexicans be taught English from the beginning? Should they be taught in Spanish for the first few years, learning English later? Or should they be taught by a teacher familiar with both English and Spanish, using the latter language only so much as is necessary to make the child understand the lessons at first? The discussion following was animated. Miss Cameron of the Waller High School exhibited some very creditable work from her pupils in the Waller High School. Prof. Cano of Indiana University pointed out the commonest errors that foreigners make in Spanish syntax.

In the afternoon session the paper of Professor Warshaw of the University of Nebraska was read in his absence. In no uncertain terms he deprecated the effort in certain quarters to belittle Spanish; school officials should be educated by suitable propaganda as to the true value of Spanish in American schools. Prof. Hendrix of Ohio State University regretted the lack of standardization in the preparation of Freshmen that come to college. This, he believed, was the result of poor supervision and incongruous methods of teaching. Mr. Barlow of the Curtis High School,

New York, discussed the Classics vs. Modern Languages: type-writing, stenography and Spanish are often and erroneously grouped as of equal moment in school studies. Spanish is too often classified merely as a bread-and-butter subject. The task before the teacher of today is to instill in the minds of the public a proper respect for Spanish. Prof. Owen, University of Kansas, expressed the belief that the Classics are going out and Modern Languages coming in. He regretted the loss of Greek, but modern languages must try to supply the loss. He decried excessive laudation of Spanish on all occasions, and urged teachers to exercise critical judgment in all things.

The afternoon session closed with an address from Miss Dalton, Central High School, Kansas City, which was a delicious mixture of sound pedagogy with good natured banter. This is an age of "soft" drinks and "soft snaps." Spanish is not a "snap"; it is absurd to allow people to be illiterate in two languages; one is enough. The Spanish class is no place for blockheads; let them know something about English before they take up a second language. Knowledge of a foreign tongue conduces to international friendship and sympathy. At the Peace Conference neither Wilson nor Lloyd George knew French, but Clemenceau had a great advantage as he needed no interpreter in English. The day is coming when public men will be expected to be acquainted with at least one language besides their own.

In the *tertulia*, held at Stevens Building Restaurant, Mr. E. T. Gundlach, a prominent business man of Chicago and a graduate of Harvard, suggested that Spanish should take the place of Latin in High Schools, but that it was an injustice to represent to young students that any person able to do stenography, typewriting and translating to and from Spanish can always find remunerative employment. It is not true, and much harm has been done to the study of Spanish by indiscriminate and reckless laudation. Spanish has great cultural value and it should be studied not merely for commercial reasons. Prof. Osma, University of Kansas, read in Spanish a learned and critical essay on the different regional literatures in Spain. The rest of the evening was devoted to Spanish songs, recitations, and declamations.

Friday morning's session was opened with a paper by Dr. Hamilton, University of Illinois, who showed that Ramón de la Cruz's debt to Molière was slight, that Cruz was the author of a large number of *sainetes* before he adapted any of Molière's plays to the Spanish stage, and then only in deference to the Court which at that time was strongly Francophile. Prof. Hills, Indiana University, in discussing some recent educational movements in Spain, described the *Junta para la ampliación de estudios* in Madrid, and expressed the opinion that that institution, supported but not directed, by the Spanish government, will in a short

time bring about a great revivification in Spanish Universities. Refreshing frankness and vigor was displayed in the last paper (by Prof. Gearhart, of Louisiana State University), who deprecated the prevailing habit of giving high school pupils more work than they can be reasonably expected to do in the allotted time; it is better to do a few things well rather than many things ill; regardless of fine-spun theories, the teacher should adapt his practice to the actual conditions before him. This he illustrated in a convincing manner from his dealings with Philippino youths. A business meeting finished the session. It was decided to leave the place of the next meeting to the Executive Council. The following officers were elected for the ensuing year: President, John D. Fitzgerald, University of Illinois; Vice-Presidents: L. A. Wilkins, Board of Education, New York City (3 years), J. P. Crawford, University of Pennsylvania (2 years), C. Scott Williams, Hollywood H. S., California (1 year); Executive Council: A. L. Owen, University of Kansas (1 year), Carl O. Sundstrom, Lake View H. S., Chicago (2 years), Guillermo Sherwell, Washington, D. C., (3 years), Edith Johnson, Tacoma, Wash. (3 years).

E. L. C. MORSE

Professor R. T. Holbrook, Chairman of the Department of French, University of California, has been awarded the Cross of the Legion of Honor.

Reviews

SHORT FRENCH REVIEW GRAMMAR AND COMPOSITION BOOK by DAVID HOBART CARNAHAN. D. C. Heath & Co., 1920. pp. X+114+9+vocabulary. \$1.20.

The publication of a new composition book raises the question whether, with our modern reading texts containing reproduction exercises based on the French text and systematically reviewing the whole field of grammar, a formal composition book is still necessary. There are probably few enough of these readers published, or at least few enough schools using them, to warrant the publication of a book like the one being reviewed. A reading text with questions based on the reading material and English sentences to be translated, but with no systematic review of grammar is not a sufficient substitute for a composition book, though the use of reading texts containing various kinds of exercises employing the words and idioms of the text and emphasizing progressively certain points of grammar obviates the necessity of a special composition book. A well graded progressive series of such reading books would be a great contribution to our supply of texts. Until we have them, well planned composition books are still needed.

Another question that suggests itself is whether it is well to spend a whole semester or year on merely reviewing. Should not the spiral method be followed and the field enlarged by the addition of new material while the old is being reviewed? Whether or not Professor Carnahan's book fulfils this requirement depends upon what grammar was used before beginning the composition book. A number of the older grammars contain practically all the material found in this text, but most of the newer grammars are not so complete. Therefore if one of the latter has been used, this Review Grammar contains sufficient new material. This is particularly true in the case of such subjects as the use of the articles and of the subjunctive and the number of irregular verbs and idiomatic expressions.

Though the author states in his preface that "this is not a reference grammar," the logical arrangement of the grammatical material and the quite complete treatment of one or more subjects in each lesson makes it a better reference grammar than most first year books. Nevertheless, there are a number of cases in which the subject might have been treated in a fuller manner. To cite a few examples: In the discussion of the partitive construction no distinction is made between *avec* followed by a concrete, and by an abstract noun. Among the various uses of the subjunctive, that

after *que* when *que* stands for *si* is not mentioned. In fact the use of *que* instead of the repetition of another conjunction is not mentioned in the book. The only example of the use of *faire* in the causative sense to be found in the book is in the expression *faire venir*.

Except for the rather uncommon "Vogue la galère" as an example of the use of the subjunctive and a case or two of rather forced uses of idiomatic expressions, as the use of *s'en aller* in the sentence "The letter I read is gone," the book is singularly free of unusual words and constructions.

In general make up and appearance the book leaves little to be desired. It is of convenient size and is printed in clear type on good smooth paper. A number of good pictures of places in Paris and France appear where these places are being talked about in the composition material. The vocabulary seems to be very complete, only one word being found omitted. Does the blame for the following note rest on the type setter? "Adjectival clauses are clauses that are introduced by a relative pronoun and are equivalent to a relative pronoun."

Each of the sixteen lessons consists of seven parts: 1, Statement of grammar rules; 2, conjugation of two or three irregular verbs; 3, idiomatic expressions; 4, French text in dialog or epistolary form and dealing with a trip to France; 5, questions in French based on the preceding text; 6, composition in dialog form containing words and idiomatic expressions found in the French text, but generally with entirely different continuity of thought; and, 7, an oral drill consisting of short English sentences. The first lesson also contains a supplement on verb formation and orthographic changes in verbs. It is in part 6 that this composition book shows particular merit. With a few exceptions the author has been able to offer in quite idiomatic English examples for the various points of grammar to be reviewed in that lesson and to bring into use the idiomatic expressions to be learned. But not only do the points of that lesson appear, each lesson also reviews many other points previously learned. The author's claim that "Repetition is the keynote of the book" holds true. This section is not merely a rearrangement of the French text, as is so often the case in reproduction exercises, but introduces quite new subject matter.

Though the reviewer would prefer to have grammar reviews and composition exercises based on the regular reading text, he does not hesitate to recommend this book to those who wish to keep the composition work separate from the reading.

LOUIS H. LIMPER

Kansas State Agricultural College,
Manhattan, Kansas

THREE FRENCH BOOKS FOR ORAL PRACTICE

I

The title *French Phrases and Questions* (MORITZ LEVI, Holt) is self explanatory. The words and phrases are arranged in columns, French and English, and grouped under thirty-six headings, each dealing with one topic, such as time of day, dates, seasons, travel, food, and other facts and activities of daily life. Each word group is followed by a French questionnaire on the same topic. The book is intended to promote conversational ability among high school students who possess a fair knowledge of French, and could no doubt be used advantageously with classes of adults who wish to learn "practical" French for travel purposes.

II

A person seeking a collection of well selected French anecdotes could hardly find one more complete than that contained in *French Composition and Conversation* (WANN, Macmillan). The preface of the book states its aims clearly: "To provide material, 1, for conversation and 2, for a review in the elementary principles of the grammar." To this end, two or three anecdotes followed by a French questionnaire form the bulk of each of the twenty-four sections of the book; then comes a systematic topical grammar review with illustrative sentences, and a section of 15 to 20 sentences to be translated into English. These disconnected sentences based, however, upon the preceding anecdotes, illustrate the grammatical points to be reviewed. The lessons occupy about 130 pages, to which seventy pages of French-French vocabulary are added.

III

L'Oncle Sam en France (CARDON, Holt) is a title suggestive of the contents of this little book. It is a war book, yet different from the soldier diaries and letters which have appeared in recent years. Twenty-eight short chapters, each containing one or two pages of text, form a narrative that tells of the advent and activities of the doughboys in France as seen through the eyes of a little French boy. Each chapter is followed by a "Causerie explicative et grammaticale," which discusses points of idiom and the grammatical difficulties of the text preceding it; then follows a section "Pour apprendre à Parler," consisting of a French questionnaire and grammatical exercises. Finally there is a section "Pour apprendre à Ecrire." This is a connected passage of English to be translated into French, and forms the only English part of the book. The twenty-eight chapters take up about 150 pages; the remaining fifty are devoted to an appendix of regular and irregular verbs, and a French-English vocabulary.

The narrative form, the attractive pictures and the many interesting details of French life that the story reveals make an interesting book, which should appeal to the young student. The book is adapted to reading early in the second year of high school, and will at the same time give a useful review of elementary grammar.

ELSIE SCHOBINGER

Haward School, Chicago

GERMAN SHORT STORIES, edited by HAROLD H. BENDER.
Henry Holt & Co., 1920.

It is encouraging to the friends of education to see a new text book for the study of German appear, for it shows that the idea that we must prove our patriotism by cutting off from our children the access to one of the great world literatures as well as to one of the greatest reservoirs of human knowledge is beginning to pass away. This attractive little book contains sixteen short stories, most of them written during the last twenty years, some even during the last decade, though no one of them deals with any aspect of the war. They offer a great variety of style as well as of subject matter and should appeal to almost every taste. The notes are adequate and not overdone, as in so many of our school editions; there is no effort to show the erudition of the editor or to draw fine grammatical distinctions such as no student still in the text-book stage will ever raise or ever be interested in, nor is undue help given in translation. The vocabulary is clear and full; perhaps too full, since all compounds are given, even those whose meaning is absolutely plain, and all declensional and conjugational forms are indicated, so that the pupils are spared any effort of memory or thought in using it. But this is the general practice at present and it is probably futile to protest against it.

The book is sure to be used by many teachers. It has, of course, the disadvantage common to all collections, that the constant change of subject matter and style interferes with the slow building up of vocabulary and prevents the rapid reading which is the best means of hastening this process. "Aller Anfang ist schwer," says the proverb, and this is especially true of reading in a foreign language, as every teacher knows. The first chapter is always the hardest, the longer the story the easier it becomes and the constant recurrence of the same words and phrases, incident to subject matter and to the style of the writer, impresses them on the memory for all time. These stories also present a variety of dialect forms and abbreviations, which belongs to the modern realistic school of narrative, but which greatly increases the difficulty of reading for the immature or inexperienced. The book seems to me rather to offer to the more advanced student of the

language a means of becoming acquainted with the modern German short story than to afford to those in the early stages of the subject a means of gaining fluency and ease in reading.

It will be seen that I do not quite agree with the editor's 'conviction,' expressed in the preface, that "there is no better pedagogical bridge between Grimm and Goethe than the fairly rapid reading of short stories," but many teachers do and for them this book will prove a very attractive addition to the collections already available.

MARIAN P. WHITNEY

Vassar College

PEDRO HENRÍQUEZ UREÑA, *TABLAS CRONOLÓGICAS DE LA LITERATURA ESPAÑOLA*, D. C. Heath & Co., New York, 1920.

This little book is a work of the utmost utility for students and teachers of Spanish literature. Constructed on the plan of Lanson's similar tables of French authors, it presents a handy conspectus of each literary period, and each individual writer is shown in his appropriate setting. A glance will indicate what otherwise could be learned only at the expense of much time and effort. The authors and most important works of literature are arranged in parallel columns under such headings as: poetry, drama, novel, history, religion, grammar and criticism, etc. The effect produced is one of accuracy and completeness. Owing to the very expensive nature of the typography the publishers are justified in asking the price of one dollar. If, however, a cheaper paper-bound edition could be put on the market the usefulness of the book might be increased. In any case this text-book is certain to meet with universal favor.

G. T. NORTHUP

The University of Chicago

TWO BEGINNERS' BOOKS IN GERMAN

I

COLLOQUIAL GERMAN, BY WILLIAM ROBERT PATTERSON.
Kegan, Paul, Trench, Trübner & Co., London; E. P. Dutton
& Co., New York. pp. 179. \$1.60.

To the American modern language teacher, accustomed to work in a modern high school, William Robert Patterson's "Colloquial German" is an enigma. In the introductory remarks Mr. Patterson calls German a difficult language, but simple compared to Chinese. If after mastering Mr. Patterson's twelve lessons, anyone has the temerity to essay Chinese, his courage is monumental.

After a short chapter on pronunciation, none too accurate nor scientific, the student is introduced to Lesson I. It attempts to cover the definite and indefinite articles, all cases, two tenses of *haben* and *sein*, and a vocabulary of sixty-four words followed by eighty-one sentences. Lesson II covers noun declensions, singular and plural, possessive demonstratives and descriptive adjectives, pronouns, etc., followed by another vocabulary and more colloquial practice. Lesson XII ends with "Das Lied von der Glocke."

So far as adaptability to class work is concerned, the book is impossible. It is intended for the earnest, mature plodder, able to spend hours daily on German. At a glance any teacher will realize that the only interest in the work is archeological.

II

EIN ANFANGSBUCH, By LAURA B. CRANDON. World Book Co. 1917. pp. 259 plus 45.

A refreshing contrast to Mr. Patterson's superannuated methods is found in Laura Crandon's "Ein Anfangsbuch." The phonetics are accurate and simple. The vocabulary is practical. Only one grammatical point is presented at a time. The lessons are logically arranged and presented. The book is a real acquisition for first and second year work in secondary schools.

EDA D. OHRENSTEIN

Correspondence

A SUGGESTION FOR THE MODERN LANGUAGE CLUB PROGRAM

To the Editor of THE MODERN LANGUAGE JOURNAL:

The contriving of constantly amusing, profitable and varied programs for the sessions of the Modern Language club, especially when the club is made up largely of students who have not attained a high degree of conversational fluency and who nevertheless must be given their turn on the program, is a difficult matter and one which demands a great deal of thought and labor. Little plays and dialogues are always successful if well presented, but they cannot be well presented except by the best students, and without spending a great deal of time in rehearsal. The pantomime with a reader, while it lacks the advantage of affording the actors linguistic training, furnishes a great deal of amusement for a minimum of effort. At our French club we recently presented a modern version of the thirteenth century fabliau "Estula", as a fifteen-minute acted reading, and with great success, although no one but the manager and the reader spent more than an hour or so in preparation. "Estula" will be found in various chrestomathies and collections of Old French fabliaux. We rewrote it in modern French prose, making freer with the text than some scholars might have approved, even adding a character or two to give it variety and vivacity. Costuming more picturesque than historically accurate was largely responsible for its success, not the least well-received of the characters being the sheep, the dog, and a rabbit which the original author had neglected to mention, but which was conveniently at hand to give the dog occupation. As a student placed in front of the stage slowly read our version, the action went on silently but vigorously behind and above him. The audience were so responsive that we plan to improvise more silent dramas of the sort, although we realize that they would grow monotonous if repeated too often.

R. T. HOUSE

University of Oklahoma

A CORRECTION

Managing Editor of THE MODERN LANGUAGE JOURNAL,
Sir:

The paper of Professor Thomas published in the October issue was written at the request of Dr. Charles F. Wheelock, Assistant Commissioner for Secondary Education, and read by Doctor Wheelock, in the absence of Professor Thomas, at an Educational Congress held at Albany, under the auspices of the State Educa-

tion Department, May 19-28, 1919. As will be seen from Prof. Thomas' paper, the chief point made by the author is the necessity for a statement by experts of the potential value of foreign language study and of the time necessary to attain such value. The paper was not written for the State Modern Language Association, as stated in a footnote to the article.

WM. R. PRICE

Managing Editor of THE MODERN LANGUAGE JOURNAL,
Sir:

When educators learn that the greatest development is attained along the lines of least resistance letting natural abilities follow their own bent, electing subjects that are liked, whether easy or difficult (things that we like are always easy), language teachers' problems will be solved.

No foreign language teacher will deny, that there is a class of students, who have no linguistic ability at all and yet the poor little sufferers must have from two to four years of torture to get a desired "sheep skin." I am sure that no teachers of mathematics will deny that there is also a class of students who are mathematically blind. Yet, Mr. Editor, this little blind problem is more often than not a linguistic star. Now, why do we deaden all the fire in that little soul by piling a burden upon his shoulders for which his back is not fitted?

English teachers likewise have discovered that grammar is an irksome subject, so they have reduced to a minimum this thorn in the flesh. Now how about those who enjoy the study of grammar? They must be deprived because of those who do not, just as Mr. Calvin Thomas would do in the case of those who get nowhere in the study of a foreign language? Those, who might get somewhere must sacrifice themselves? It is only fair. The little sufferers are now having their revenge and it is sweet. If we could only swing that pendulum, so that it wouldn't swing always out of our reach! But it is always from one height to another. This time the foreign language must suffer!

A foreign language is learned by the mature student through the medium of grammar. Students are not familiar with infinitives, participles, verbs and adverbs, and, sad to say, hardly know what a noun is. Must the overburdened foreign language teacher, in addition to imparting a fluent knowledge of a foreign tongue in two or three years, teach the fundamentals of grammar?

I note that the State of Pennsylvania in a circular letter *recommends* that mathematics beyond the first year and all foreign languages be *elective*. Hurrah!

DELIGHT M. WILLIAMS

*Head of French Dept.,
Watertown High School,
Watertown, N. Y.*

LE PETIT LINGOT D'OR¹A Note on *l'Abbé Constantin*

When Bettina makes her dazzling entry into her box at the Paris Opera, she creates a sensation. Two young noblemen, Roger de Puymartin and Louis de Martillet give expression to their admiration in a historic phrase of which the connotation seems to have escaped the commentators of *L'Abbé Constantin*. "Ah! ah! dit Puymartin, le voilà, le petit lingot d'or!" Tous deux braquèrent leurs lorgnettes sur Bettina.—"Il est éblouissant, ce soir, le petit lingot d'or," continua Martillet." (*L'Abbé Constantin*, p. 66, edit. of Henry Holt, 1918.) They then proceed to discuss the chances of various noble suitors for the hand of the fascinating heiress. The repetition of the phrase would seem to indicate that Halévy thought it appropriate to the situation and to the speakers. Possibly it is worth while to ask why.

The young nobles were doubtless thinking of another bourgeois millionaire who regilded an escutcheon in the early eighteenth century. Here is the story as told by the most punctilious of aristocrats, the Duke de Saint-Simon. "Le comte d'Evreux, troisième fils de M. de Bouillon, avait trouvé dans les grâces du Roi, procurées par M. le comte de Toulouse, et dans la bourse de ses amis, de quoi se revêtir de la charge de colonel général de la cavalerie du comte d'Auvergne, son oncle; mais il n'avait ni de quoi les payer, ni de quoi y vivre, et M. de Bouillon ni le cardinal n'étaient pas en état ou en volonté de lui en donner. Il résolut donc à sauter le bâton de la mésalliance, et de faire princesse par la grâce du Roi la fille de Crozat, qui, de bas commis, puis de petit financier, enfin de caissier du clergé, s'était mis aux aventures de la mer et des banques, et passait avec raison pour un des plus riches hommes de Paris. Mme de Bouillon . . . nous pria instamment d'aller voir toute la parentèle nombreuse et grotesque pour être assimilée aux descendants prétendus des anciens ducs de Guyenne. Elle nous en donna la liste, et nous fûmes chez tous, que nous trouvâmes engoués de joie. Il n'y eut que la mère de Mme Crozat qui n'en perdit pas le bon sens: elle reçut les visites avec un air fort respectueux, mais tranquille, répondit que c'était un honneur si au-dessus d'eux, qu'elle ne savait comment remercier de la peine qu'on prenait, et ajouta à tous qu'elle croyait mieux marquer son respect en ne retournant point remercier, que d'importuner des personnes si différentes de ce qu'elle était, lesquelles ne l'étaient déjà que trop de l'honneur qu'elles lui voulaient bien faire; et n'alla chez personne. Jamais elle n'approuva ce mariage, dont elle prévit et prédit les promptes suites. Crozat fit chez lui une superbe noce, et logea et nourrit les mariés. Mme de Bouillon

¹ It is a pleasure to thank the reference librarian of the Congressional Library who kindly sent me the passage quoted from Saint-Simon.

appelait cette belle-fille son petit lingot d'or."² (*Mém.* Ed. Boislisle, XIV, pp. 362 f.

Saint-Simon tells us later that this marriage was to become for Crozat "le repentir et la douleur de tout le reste de sa vie." Surely Bettina did wisely in preferring to her princely suitors the lieutenant of artillery. France possesses a lasting souvenir of "le petit lingot d'or," for the residence of the president of the republic, the Palais de l'Elysée, was built in 1718 for the comte d'Evreux, and largely with the dowry of his bride.

BENJAMIN M. WOODBRIDGE

University of Texas

Managing Editor, Modern Language Journal:

Kaum ein Hauch: A REPLY

Criticism is justifiable only in so far as it is implicitly or explicitly constructive. An article in the November Journal entitled "The Immortality of Examination Pests" sins against both these canons. Besides, it is in poor taste: like the title of my reply.

First of all, it surely is not the special competence of a New Jerseyite to criticize the educational system of a neighboring state. What, legitimately, may he be expected to know about it? In the second place, it is the easiest thing in the world to pick flaws, just as it is the most difficult thing in the world to turn out a flawless piece of work.

It may interest the readers of the Journal to know how the New York State examinations are controlled. They are formulated by committees of specialists, representing (1) the State Department of Education, (2) the High Schools, (3) the Colleges. The best teachers in the State are, in rotation, selected by the State Examinations Board to serve on the various committees. If an examination is faulty, the defect is inseparable from defects in human nature and the nature of examinations *per se*. The very men who are most prone to criticize these examinations prove to be just as vulnerable, when appointed to our committees, as their predecessors. Indeed, the principal of one of our largest and best high schools recently told me that he would gladly give me over his signature a statement that "heads of departments in his school had, in conjunction with their teachers, been guilty of making worse local examinations than any state-wide examinations ever perpetrated by the Regents' committees."

An examination must be judged as a whole; and the system by its general average of achievement. We should not think of condemning the beauty of a face, which was marred only by eyes

² Cf. Littré, *Dictionnaire*, s. v.

that were a trifle too small, or by ears a trifle too large, or by a nose just a bit too *retroussé*. Nor would we condemn a building merely because a window was broken, or the façade chipped. Yet critics will blithely condemn not merely an examination but an entire examination system for similar defects. It might be well to give such critics a little of their own medicine, perhaps in the following doses:—

(1) "Eines Mannes Rede ist keines Mannes Rede; Man soll sie billig horen Beede." Goethe's words are just as true now as they were when he wrote them. Some one has said that there are always *three* sides to every question: your side, my side, and the right side. Matters of opinion are hardly susceptible of proof; they must be solved by compromise. Yet it never seems to enter the head of some critics that they might possibly be wrong.

(2) A state-wide examination must really test the work done, as prescribed by the syllabus, and must, at the same time, please as many varied (and, at times, conflicting) groups of teachers as possible. The New York State Examinations in modern languages are the most representative examinations on earth. They constantly reflect the opinions and aims and ideals of the teachers of the State, who are organized not only in a State Modern Language Association furnishing more subscribers to the *Journal* than any other State in the Union, but also into ten branch associations meeting each twice a year for discussion and mutual helpfulness. Besides, the two largest cities of the State have a standing committee each, acting as a clearing house for criticisms and complaints and constructive suggestions; a sort of *liaison* body, connecting the State Department with the teachers.

(3) The mere mechanics of examination making are sometimes responsible for the character of an examination, assailed by some critic who knows nothing about the matter. We should like nothing better than to have all our questions 'direct method' questions, but anyone who has ever tried to make such a paper alone knows how difficult and well-nigh impossible it is. We should prefer to have only the simplest topics for free composition, but the number of such topics is very limited and they can not be repeated *ad infinitum*, without risking the certainty of "canned" French, German and Spanish in the answer papers.

And, by the way, why Mr. Hauch's hatred of free composition? At our recent State M. L. A. meeting at Rochester, one of the ablest college teachers of French in the State spoke favorably of "free composition" as the best possible type of written exercise; and his words met with the hearty approval of about a hundred representative teachers. Also, a committee of seven of the best teachers of French of New York City recently went on record as heartily in favor of requiring *all* pupils to take the translation passage into English, the translation passage from English into

the foreign language, and the free composition. Surely Mr. Hauch is too absolute in denying these teachers representation in examinations made for them in New York State, and not at all for him, in New Jersey.

(4) Mr. Hauch's diatribe against proverbs contains more witticism than truth. Pupils *can* explain, in simple language, such a proverb as *Mas vale tarde que nunca*, because they *have* done so: as applicable (1) when one *comes* late to an appointment, (2) when one finally *does* something, or (3) when one finally *gives up* some habit. That type of question is familiar to all who use the direct method, and is especially applicable to Spanish with its uncommon wealth of proverbs. We frequently vary the question by asking the pupils to invent a story ending appropriately with such a proverb. It is utterly inconsequent to compare such a proverb with "An Indian leaning against a tree." Proverbs are the crystallized wisdom of the race, as witness Kipling's "Gods of the Copybook Maxims," which, by the way, and in conclusion, I recommend to Mr. Hauch.

WILLIAM R. PRICE

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